

# *E-Teacher Scholarship Program*

## **ACADEMIC SCHEDULE:**

E-Teacher 10-week online courses are offered in **Summer 2015**: June 22 – August 28

Courses available: CT, TEPT, Methods, TEYL, Web Skills, Pilot ELT & Leadership

All but one of the E-Teacher courses are asynchronous and do not require real-time interaction. Participants use online tools to participate in discussion boards and complete individual and group assignments. All courses are Pass/No Pass, requiring satisfactory completion of 70% of the coursework plus the course project.

## **Foundation Courses**

### **1. Building Teaching Skills Through the Interactive Web, A Survey of Resources and Tools for Online and F2F English Language Teaching (Web Skills)**

Participants in this course deepen their understanding of the theory and applied use of CALL principles and practices in the EFL classroom. The course will model innovative online teaching practices, enable participants to understand and use appropriate technology to enhance learning outcomes for their students, and offer opportunities to share real-world applications of technology tools and practices. The course will provide educators with support and problem-solving mechanisms as they implement technology and act as a train-the-trainers model so that participants can move forward after the course with concrete dissemination plans.

Special requirements: None; appropriate for teachers of all audiences.

### **2. Introduction to Pedagogy and Practices for Teaching English to Speakers of Other Languages (TESOL Methods)**

This course is designed to provide participants with current methodologies associated with teaching English language learners (ELLs) of different ages in various learning contexts. Participants will discuss and practice a wide variety of strategies and techniques for teaching English to speakers of other languages (TESOL). While exploring best practices for teaching English, participants learn how to create an effective and communicative language classroom for all ELLs. In addition, participants will examine what best practices means in the context of teaching English in the 21<sup>st</sup> century, where the use of English incorporates modern technologies. This course is based partially on the “Shaping the Way We Teach English” materials.

Special requirements: None; appropriate for teachers of all audiences.

## **Courses for Educators of Specific Audiences**

### **3. Teaching English to Pre-teens and Teens (TEPT)**

Educators in this course who work with tweens (“pre-teens” approximately ages 10-12) and teens (ages 13-18) will learn how to motivate these age groups by designing collaborative projects that involve several content strands critical to 21<sup>st</sup> century learners. Whenever possible, student-centered practices and opportunities to introduce student choice in the everyday EFL class will be modeled and applied in this course.

Special requirements: This course is for educators who work with pre-teens and teens.

### **4. Teaching English to Young Learners (TEYL)**

English learners at the primary level (approximately ages 5-10) are cognitively “primed” to acquire language skills in ways that lend themselves well to an integrated skills and content-based, experiential approach. The educator who understands the cognitive and social processes of second language acquisition for Teaching English to Young Learners (TEYL) is better equipped to help the learner navigate the processes of classroom learning activities while also creating a fun, positive environment. In many cases, TEYL educators in English as a Foreign Language settings have a limited amount of time to accomplish their teaching goals and meet local requirements regarding the use of specific texts, tests or other materials. A low-resource environment can also pose challenges. In this course, participants have the opportunity to explore solutions for such challenges through an overview of current research and “best” practices (always context-dependent) for TEYL plus hands on experimentation with a wide array of freely available online and local resources.

Special requirements: This course is for educators who work with young learners.

## **Advanced Courses**

### **5. Critical Thinking in Language Learning and Teaching (CT)**

This course is designed to deepen participants’ understanding of the theory and applied use of Critical Thinking principles and practices in the EFL classroom by engaging in the following types of activities: readings and discussions of professional information and articles to develop a deeper understanding of current topics in language pedagogy as they relate to general critical thinking skills; identification, evaluation, and selection of web-based materials and tools for use in the classroom; interaction with colleagues regionally and internationally who share similar pedagogical interests; creation of classroom materials and projects that demonstrate an understanding of course topics; adaption and enhancement of existing materials so they are culturally and age-appropriate for their schools’ local curriculum. Innovations in the course include an overall deepening of student engagement in course content via re-organization of course components, addition of relevant materials and activities. Ultimately, as a result of the changes, course participants develop a greater level of autonomy.

Special requirements: Appropriate for teachers of all audiences. This is an advanced course with a demanding reading and writing load. Participants should be prepared to apply new knowledge to local curricula, units, and lessons.

## **6. Developing Local Leadership for Global English Language Teaching (Global English)**

Participants will explore models and systems of leadership in today's "Global English" environment as a basis for creating a vision and setting themselves on a course of action for positive change in their local educational contexts. From a language pedagogy and practices perspective, participants will review the fundamental principles of project--based learning (PBL) and content-- based instruction (CBI). Through readings, online discussions, and projects, participants will improve their ability to: develop instructional units and accompanying materials that meet course objectives, target their learners' needs and interests, and position themselves to strategically lead one or more related innovations in their local educational settings. Participants will finish the course with an action plan plus a digital portfolio of lessons and materials related to our three themes of: entrepreneurship, civic engagement, and women's empowerment.

Special requirements: This course is for language administrators, principals, or staff that manages students or schools. This course is not designed for classroom teachers.

**All courses are Pass/No Pass, requiring satisfactory completion of 70% of the course work plus the course project as evidence of having mastered and applied course content in participants' local context.**